

Practical Instructional Strategies for Reading

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Today's 5 Topics:

Word Identification

Vocabulary

Morphemes

Comprehension Instruction: Summarizing

**Metacognition: Reciprocal Questioning
(ReQuest)**

Word
Identification:
Sensory Word
Web



Vocabulary Instruction



- 5 principles to enhance vocabulary instruction:
 1. Explicit and Implicit Instruction
 2. Intentional in Word Selection
 3. Build Word Meaning through Knowledge Networks
 4. Repeated Exposure
 5. Ongoing Professional Development



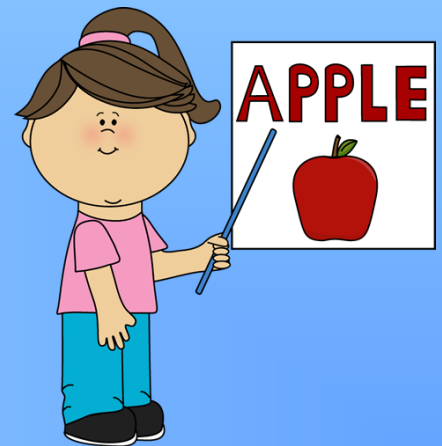
1. EXPLICIT INSTRUCTION

- Before read~aloud:
 - Introduce specific words
 - Discuss the words
- During read~aloud:
 - Children raise hands to “magic word(s)”
 - Teacher asks what word(s) was heard
 - Teacher asks questions about word(s)
- Next day:
 - Have children use word(s) in some way—Act word(s) out, etc



2. Be Intentional in Word Selection

- Only 400 words are taught a year
 - Carefully select what you plan to teach
- Most words should be domain general
 - Predict, compare, contrast
- Content specific words can be introduced a few at a time



3. Build Word Meaning through Knowledge Networks

- **Teach words grouped in clusters**
 - **This supports comprehension and inferential reasoning**
 - **i.e. oar, rowboat, paddling, river**
 - **i.e. healthy foods: fruit, vegetables, protein**
- **Integrated contexts accelerates word learning**

4. Repeated Exposure to Gain Vocabulary

Frequency of exposure strongly predicts word learning

Repeated readings

Rich explanations:

- *Definitions
- *Synonyms/antonyms
- *Illustrations
- *Using words in other contexts

Media format

5. Professional Development

- Be adequately prepared—Pattern of Instruction:
 1. Identify words that need to be taught
 2. Define these words in a child-friendly way
 3. Contextualize words into meaningful formats
 4. Review words to ensure sustainability
 5. Monitor children's progress and reteach if necessary
- Planned, Sequenced, and Systematic Vocabulary Instruction



Morphemes

✓ Prefixes

✓ Suffixes

Peel Off Strategy for Teaching Prefixes & Suffixes

1.

- Do I see a prefix? What is it? Cross it out

2.

- Do I see a suffix? What is it? Cross it out.

3.

- Do I know the base word? If not, sound it out or ask for help.

4.

- Put the word back together—one part at a time.

5.

- Explicitly teach prefixes and suffixes and their meanings.

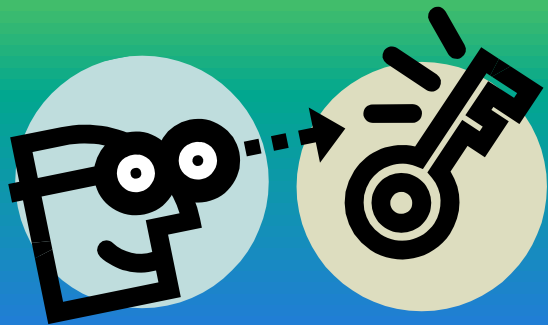
6.

- Practice reading and writing the same prefixes and suffixes for a couple of weeks before introducing new ones.

Comprehension

Instruction:

Summarizing



■ **Understand the passage:**

- **Read the title**
- **Read the passage slowly**
- **Ask: what is the general idea of this passage?**
- **State it aloud in your own words**

■ **Check the passage:**

- **Reread to make sure your general idea is correct**
- **Apply the 5 summarization rules**



Rule 1: Reduce lists

- If you come across a list of things, try to think of a word/phrase that best describes the list
 - Underline the list of items and then write the category name in the passage

Example:

Colors

My crayons consist of orange, green, red, blue, & violet.

1. Underline list of items
2. Create name for list— colors
3. Write category name in the passage

Rule 2: Cross out repeated information

- **Sometimes information may be repeated—the same thing may be said again in a different way**
- **Keep one sentence and cross out the repeated statements**



Rule 3: Select a topic sentence

Authors often write a topic sentence.



It's usually the first sentence or last sentence in a paragraph.



Read each paragraph again. Try to say the main idea of each to yourself.



Look for the topic sentence in the paragraph.



Underline it and say it in your own words.



the topic sentence
contains the ingredients
for the paragraph.

Rule 4: Write your own topic sentence

- Sometimes the author does not write a topic sentence.
- Make up your own for each paragraph that does not have one.
- Write the topic sentence in the margin.
- Use your topic sentence in your summary.



RULE 5: CROSS OUT UNIMPORTANT DETAILS

Sometimes passages
contain unimportant
or unnecessary
details.



Get rid of this
information. Cross
out unimportant
sentences.

❖ Check your work:

- Did you underline all lists in the passage and write a category name for each list?
- Do you have a topic sentence for each paragraph?
- Did you cross out information that is repeated?
- Did you cross out information that is not important?
- Did you apply the 5 rules to each paragraph in the passage?



METACOGNITION :
RECIPROCAL QUESTIONING
(REQUEST)

❑ What's the purpose of reciprocal questioning?

***To model relevant and appropriate questions for engaging with text**

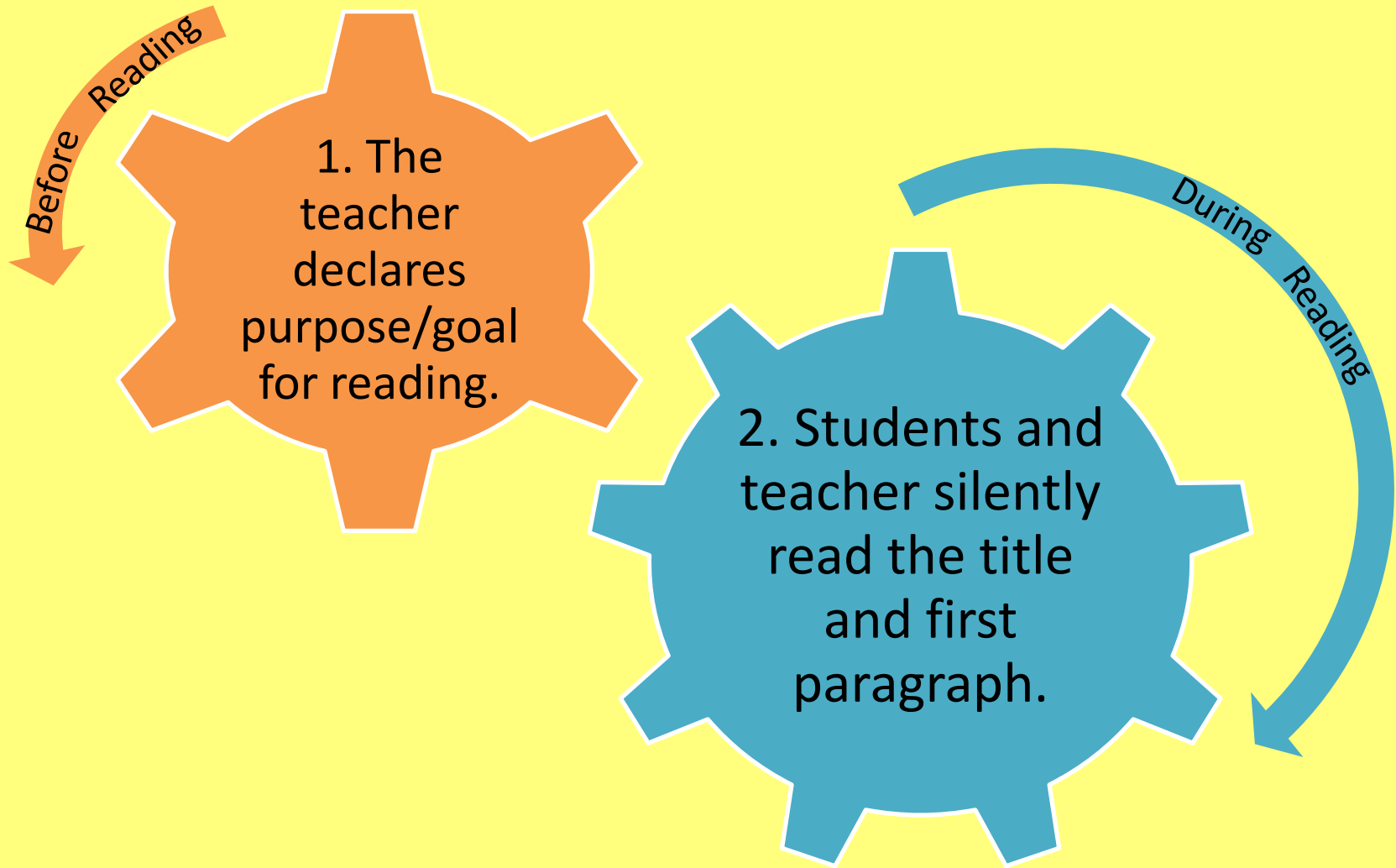


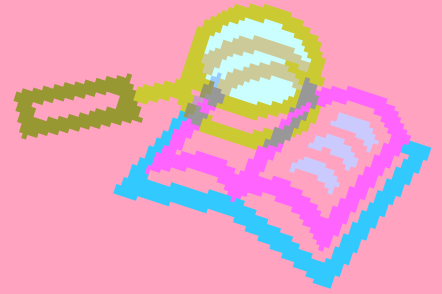
RULES:



- The answer “I don’t know” isn’t allowed.
- Unclear questions are to be restated.
- Uncertain answers are to be justified by using the text and other sources.

6 Procedures for the ReQuest Strategy:





3. Students
question the
teacher about what
they read.

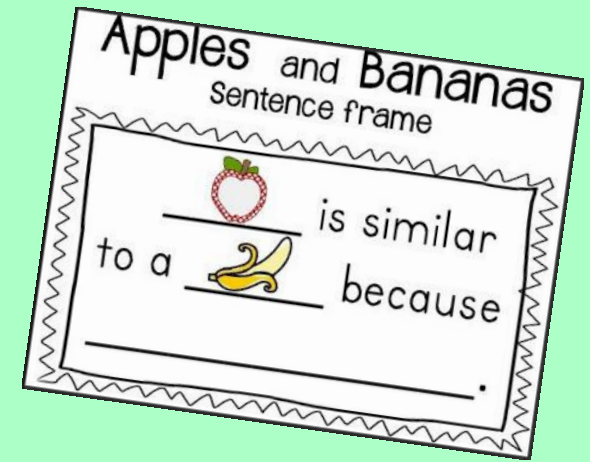
After

Teacher encourages
students to ask
questions he/she
may ask.

Reading

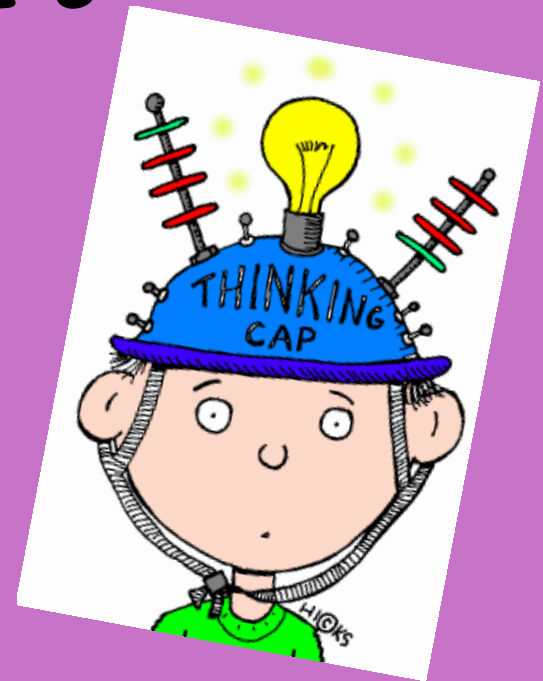


4. After the teacher answers students' questions, he/she then asks the questions, modeling how to ask questions and focusing the discussion.



A sentence frame may be used: How does _____ affect _____?

5. When students come across a teacher-generated question they can't answer, they're prompted to explain why they can't answer it.



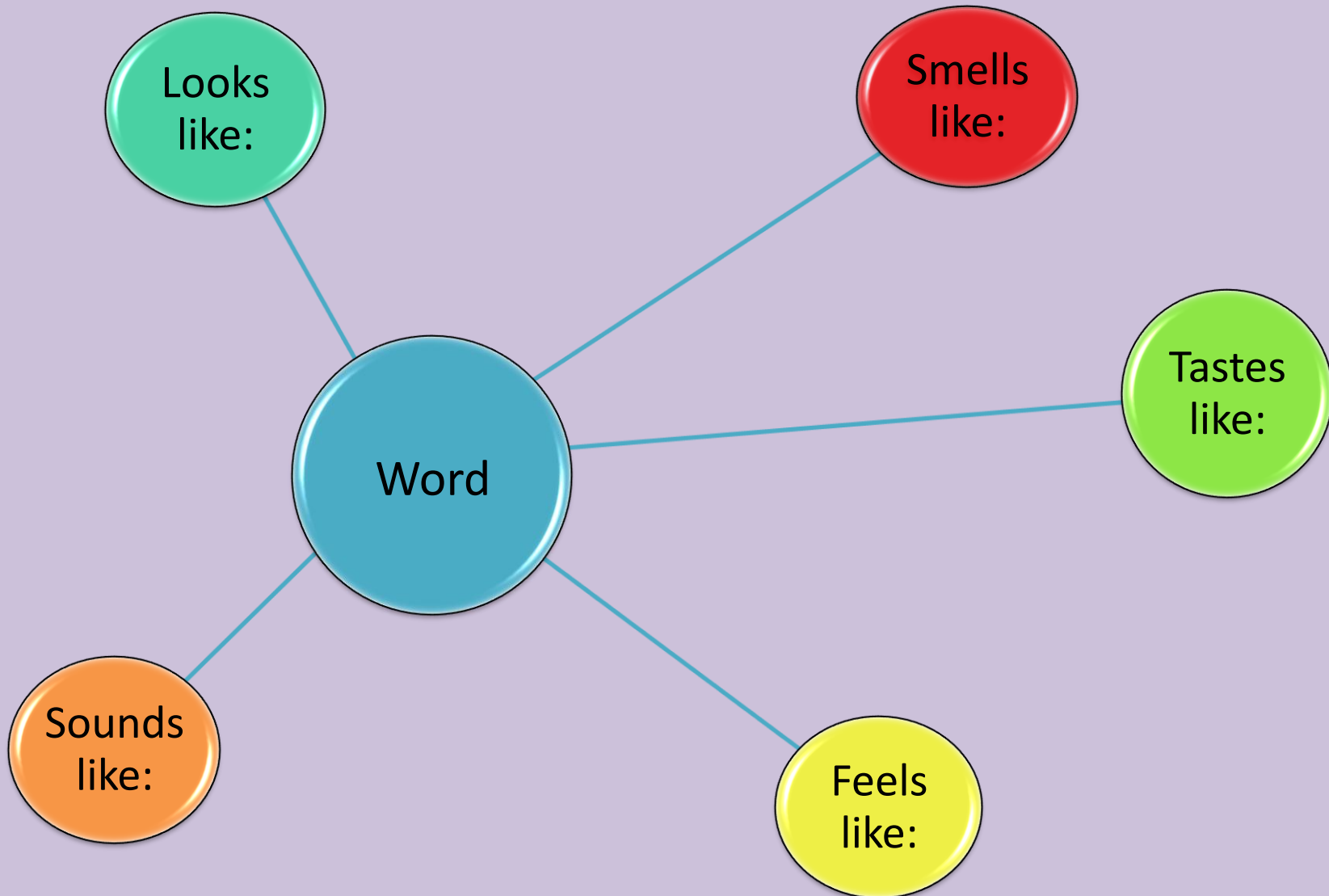
6. If the passage contains multiple paragraphs, the teacher then models how to integrate information among the paragraphs.



Time to Wrap Things Up!

Here's some quick and easy diagrams to write down, in case you didn't take notes or want to write everything down! 😊

Word Identification: Sensory Word Web



Before, during &
after strategies
for read-alouds

Be adequately
prepared! Planned,
Sequenced, and
Systematic
Instruction

Be intentional
in word
selection

Enhancing Vocabulary Instruction

Repeated
exposure

Build word
meaning through
knowledge
networks

Peel Off Strategy for Teaching Prefixes & Suffixes

Prefix? Cross it out.



Suffix? Cross it out.




Base word? (Sound it out or ask for help.)



Put word back together—one part at a time.



Explicitly teach prefixes and suffixes and their meaning.



Practice reading/writing the same morphemes for 2 weeks before introducing new ones.

**COMPREHENSION
INSTRUCTION:
SUMMARIZING**

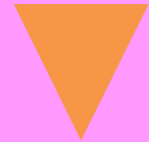
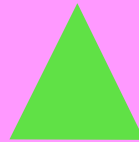
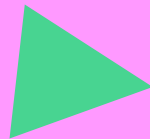
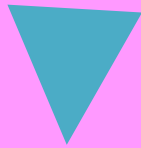
Select a
topic
sentence

Write your
own topic
sentence

Reduce
lists

Cross out
repeated
informatio
n

Cross out
unimportant
details



Reciprocal Questioning (ReQuest)

